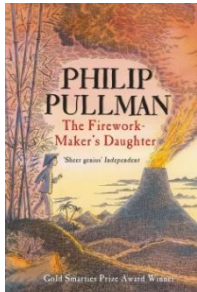
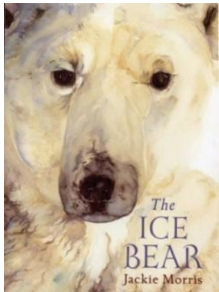
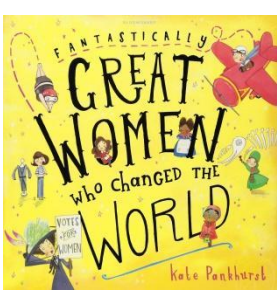
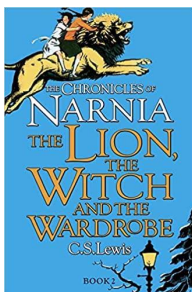
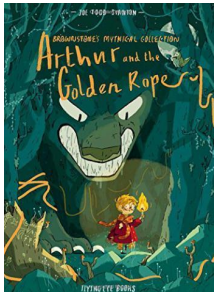
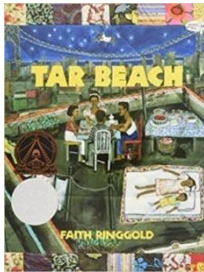
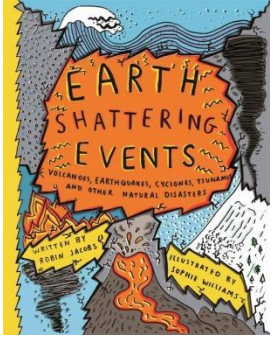
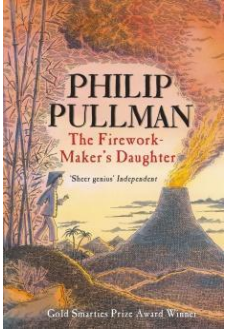
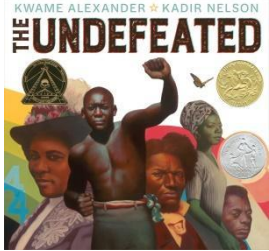


English: Year 4						
Connections to the Wider Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	States of Matter		Electricity		Sound	
	States of matter	Animals including humans	Living things and their habitat			Working Scientifically
History	Ancient Civilisations		Invaders and Settlers (Anglo Saxons)		Viking Invasion	Battle of Hastings
Geography	Volcanoes		Maps and Compass Skills	Geographical History - Flatford	Field Studies - Flatford	Weather + Water Cycle
RE	How did belief in God affect the actions of people from the Old Testament?	What are the beatitudes? What do Christians mean by peace at Christmas?	How did the first five Sikh Gurus shape Sikhism?	Do fame and Christian faith go together? What is Holy Communion?	What does it mean to be Sikh?	Why is liturgy important to many Christians?
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
English Topic	Fire "A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker."	Ice "The air was pure and clear as crystal. Words held a magic."	Women's History Month "How will you change the world?"	Classic Tales "Do not cite the Deep Magic to me, witch. I was there when it was written."	Vicious Vikings "This is the tale of Arthur, the unlikeliest of heroes..."	Finding Freedom "I will always remember when the stars fell down around me above George Washington Bridge."
English Core Texts						
Resources to Support Planning	The Firework Maker's Daughter by Phillip Pullman	The Ice Bear by Jackie Morris CLPE	Fantastically Great Women Who Changed the World by Kate Pankurst (previous planning)	The Lion the Witch and the Wardrobe by CS Lewis Literacy Tree Planning Sequence	Arthur and the Golden Rope by Joe Todd Stanton CLPE	Tar Beach by Faith Ringold Literacy Tree Planning Sequence

<p>Additional Core Text</p> <p>This can be used instead of or as well as the core text.</p>			<p>TBC – each year the class will choose a ‘fantastically great woman who changed the world’ to read and write about in more detail.</p>	<p>Writing inspired by residential to Flatford.</p>		
<p>Resources to Support Planning</p>	<p>Earth Shattering Events by Robin Jacobs</p> <p>Literacy Leaf</p>	<p>The Polar Express by Chris Van Allsburg</p> <p>Literacy Tree Planning Sequence</p>			<p>Viking Voyagers by Jack Tite</p>	<p>The Rhythm of the Rain by Grahame Baker Smith</p> <p>CLPE</p>
<p>Guided Reading/ Story Time</p>						
<p>Resources to Support Planning</p>	<p>The Firework Maker's Daughter by Phillip Pullman</p> <p>Literacy Leaf</p>	<p>The Polar Bear Explorer's Club by Alex Bell</p> <p>Literacy Leaf</p>	<p><i>New and Collected Poems for Children</i> by Carol Ann Duffy</p> <p>Literacy Leaf</p>	<p>The Lion the Witch and the Wardrobe by CS Lewis</p> <p>Literacy Leaf</p>	<p>Viking Voyagers by Jack Tite</p> <p>Literacy Leaf</p>	<p>The Undeclared by Kwame Alexander</p> <p>Literacy Leaf</p>
<p>Genre Coverage</p>	<p>Setting Descriptions Suspense Narratives Explanation Texts Personification Poetry</p>	<p>Personification Poetry Setting Descriptions Persuasive Texts First Person Narrative</p>	<p>Biographies Poetry Diary Entries</p>	<p>Suspense Narratives Dialogue Eyewitness Reports</p>	<p>Kennings Oral storytelling Letter writing Newspaper articles</p>	<p>Formal letters Dialogue Character description Book reviews Symbolism – freedom and water</p>

Reading	Word Reading	Comprehension
	<ul style="list-style-type: none"> Apply knowledge of root words and suffixes when reading unfamiliar words e.g. dis-/mis-/in-/il-/ir-/ly Read further exception words – these are word where the spelling code works in an unusual or uncommon way - e.g. imagine or knowledge. Teachers take many of these words from the Year 3/4 spelling list: <p>https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p>	<p>Maintain positive attitudes to reading through:</p> <ul style="list-style-type: none"> Listening to stories/poems/plays/non-fiction read by the teacher Reading for a range of purposes Using dictionaries to understand unfamiliar words Reading and responding to a wide range of books e.g. fairy stories/myths/legends/information texts/newspapers Discussing/collecting/identifying words that capture the readers thoughts, feelings and imagination Recognising different types of poetry Contributing to discussions about books Taking turns in discussions/building on the words of others to support discussion Orally retelling parts of stories to others Reading poems aloud/performing poems and play scripts Reading aloud/performing aloud with intonation, tone, volume and actions Telling others what a book they are reading is about <p>Understand what they read through:</p> <ul style="list-style-type: none"> Checking books make sense by discussing them with others Asking questions to help them understand e.g. <i>what does this word mean? Why did the author choose to lay it out like this?</i> Retrieving and recording information from a range of texts and subjects Inferring what characters feel through studying/discussing their actions Predicting what might happen next using clues Summarising through telling someone the main ideas of a paragraph e.g. <i>this paragraph is all about a tiger’s diet because...</i> Justifying responses to a text e.g. point + evidence/<i>I think because I read in the text</i> Using the context of the sentence to understand unfamiliar words Sequencing and discussing the main ideas of a story Rereading sentences/paragraphs that are confusing Skimming and scanning for a key word Discussing how texts are organised to help people understand e.g. headings/subheadings/inverted commas to show speech
	Greater Depth	
	<ul style="list-style-type: none"> Make links between unfamiliar words and those they are familiar with Make links between books they have read independently and the text Make links across different genres Understand and describe a favourite author’s style Identifying themes in books 	

Spoken Language

- Ask relevant questions to improve understanding of a text
- Participate in discussions about books
- Listen and respond appropriately to adults and their peers – taking turns
- Clarify and evaluate words to build vocabulary
- Articulate arguments and opinions, justifying them using relevant points and evidence
- Express feelings
- Participate actively in conversations, staying on topic and responding to comments
- Use spoken language to develop understanding through speculating and imagining
- Speak audibly and fluently with an increasing command of Standard English
- Show understanding of how and why language choices vary in different contexts
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Develop, agree on and evaluate rules for effective discussion
- Show understanding of the main points and significant details in a discussion
- Show understanding of how and why language choices vary in different contexts
- Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone
- Use punctuation to determine intonation and expression when reading aloud
- Orally retell a range of stories including less familiar fairy tales and myths and legends

Greater Depth

- Expand on short notes when giving a presentation
- Listen to a presentation and take notes
- Perform or present a piece deliberately using informal language for a specific effect
- Revise and improve performance based on feedback
- Have an increasingly confident control of language – understanding why it changes depending on context

**Writing:
Composition**

Non-Negotiables

- Use full stops and capital letters
- Use commas in lists
- Use exclamation marks and questions marks
- Use apostrophes for contractions
- Use apostrophes for singular possession

Plan:

- Plan writing by discussing writing that are similar e.g. structure and vocabulary
- Talking about the important parts of a poem or story
- Using a planning format

Write:

- Practice sentences orally
- Use varied and rich vocabulary
- Organising paragraphs around a theme
- Use a range of sentence structures (see sentence objectives in next table)
- Use a range of punctuation (see punctuation objectives in next table)
- Create settings, characters and plots that show awareness of the reader
- Use direct speech within narratives
- Describe settings in narratives
- Describe characters in narratives
- Use noun phrases to describe
- Write similes using 'like' and 'as'
- Use simple metaphors e.g. the wind roared
- Organise non-fiction texts using headings and subheadings
- Use factual ideas in nonfiction writing


Improve:

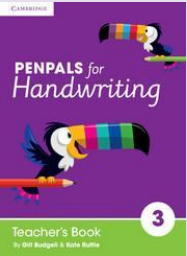
- Rewrite work by saying it out loud
- Proofread sentences to check they make sense
- Proof read for spelling and punctuation – full stop, apostrophe, comma, question marks, exclamations, inverted commas
- Evaluate and edit – making improvements to grammar and vocabulary

Greater Depth

- Use present perfect form of verbs
- Develop an understanding of synonyms and how to use precisely e.g. the difference between 'damp' or 'sodden'
- Experiment with punctuation outside the Year 3 curriculum e.g. brackets, ellipses
- Develop own style and author's voice
- Be able to explain why they have chosen a word/sentence with the audience in mind
- Proof read and edit to improve independently

Writing: Vocabulary, Grammar and Punctuation	Punctuation	Text	Sentence	Word
Terminology for pupils: Determiner Pronoun Possessive pronoun Adverbial	<ul style="list-style-type: none"> • Full stops and capital letters (NN) • Exclamation marks and question marks (NN) • Commas in lists (NN) • Apostrophes for contraction (NN) • Apostrophes for possession (singular nouns) (NN) • Speech marks/inverted commas for direct speech • Inverted commas and other speech punctuation • Apostrophes for plural possession • Commas after fronted adverbials 	<ul style="list-style-type: none"> • Paragraphs (organised around a theme) • Use of pronouns within and across sentences to aid cohesion 	<ul style="list-style-type: none"> • Main and subordinate clauses • Identify nouns, verbs, adverbs and adjectives • Extend noun phrases by adding modifiers (e.g. adjectives, nouns, prepositions) • Use paragraphs • Create cohesion using: <ul style="list-style-type: none"> - Adverbs <i>e.g. such, as, then, next, soon</i> - Prepositions <i>e.g. as, before, after, during, in, because</i> - Pronouns - Adverbials (time and place) - Pronoun/noun choice - Coordinating conjunctions - Subordinating conjunctions • Determiners: <ul style="list-style-type: none"> - articles (a/an, the) - demonstratives (this/that, these/those) - possessives (my, your, his etc) - quantifiers (some, any, no, many, much, every) • Use standard English forms for verb inflection (e.g. we were/we was or I did/I done) 	<ul style="list-style-type: none"> • Know the grammatical difference between plural and possessive addition of 's' • Prefixes: il, ir, im, (making opposite meaning) • Suffixes: cian, sion, tion, -ssion, ation and the impact of these on word class (making nouns)
Greater depth				
<ul style="list-style-type: none"> • Identify grammar techniques and content in class texts • Experiment in creating words of different word classes by adding suffixes (e.g. changing an adjective to a noun etc) • Put the 'he said' at the start, middle, end of direct speech • Commas to mark clauses in complex sentences • Identify apostrophes for plural possession in longer texts and use confidently in their own writing • Identify and correct own grammatical errors 				

Spelling	Term 1	Term 2	Term 3
<p>Outlined in Babcock No Nonsense Spelling Pathway</p> 	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /ʃ/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /jən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3/4 word list.</p>

Handwriting	Term 1	Term 2	Term 3
<p>Outlined in Penpals for Handwriting Scheme and Scope</p> 	<ul style="list-style-type: none"> • Introducing diagonal join from p and b to ascender: ph, pl, bl • Introducing diagonal join from p and b, no ascender: be, pu, pi ,pe • Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs • Revising parallel ascenders and descenders: bb, pp • Break letters: x, z • Spacing in common exception words • Consistent size of letters • Relative size of capitals • Speed and fluency • End-of-term check 	<ul style="list-style-type: none"> • Revising parallel ascenders • Revising parallel ascenders and break letters • Relative sizes of letters • Proportion of letters • Spacing between letters • Spacing between words • Writing at speed • Improving fluency • Speed and fluency • End-of-term Check 	<ul style="list-style-type: none"> • Consistency of size • Proportion • Spacing between letters and words • Size, proportion and spacing • Fluency: writing longer words • Speed and fluency • Revising break letters • Print alphabet: presentation • Assessment • Capital letters: presentation